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ABSTRACT

A review of the objectives for each of the following program components indicated 46 of 75 objectives were minimally met or exceeded: student enrollment, needs assessment, Migrant Student Record Transfer System (MSRTS), Migrant Education Identification and Recruitment Program (MEIRP), language arts and math, monitoring and program review, inservice and staff development, skills transmittal system, preschool education, support services (health component), parent involvement, dissemination activities, secondary credit exchange, Migrant Opportunities Center (MOC), interstate activity, Migrant Extended Degree Program (MEDP), and mobile resource rooms/mini-corps. Data were obtained from migrant education program personnel and from the State Migrant Supervisor. Primary sources and summary data were used. Of the 15,418 students served during the year, 13,559 students were enrolled in district programs during the regular school year. Mexican American (76%) and Anglo American (22%) students comprised the largest groups receiving program services. Objectives for the following program components were met: student enrollment, needs assessment, MSRTS, MIERP, preschool education, support services, parent involvement, secondary credit exchange, MOC MEDP, and interstate activity. This evaluation report reviews the program objectives, briefly describes each program component, and lists the services performed during the 1978-79 year. Brief summary statements on each component's evaluation conclude this report. (NQA)

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EVALUATION REPORT

Program For

Migrant Children's Education

FISCAL YEAR 1979

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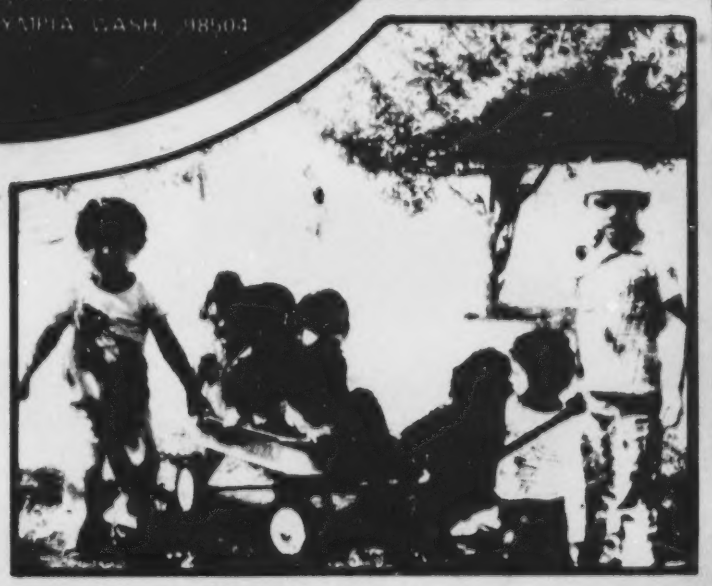

RC 013449

1979

WASHINGTON STATE PROGRAM EVALUATION REPORT FOR MIGRANT CHILDREN'S EDUCATION

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TABLE OF CONTENTS

	Page
LIST OF TABLES	1
THE WASHINGTON STATE PROGRAM FOR MIGRANT CHILDREN'S EDUCATION	2
EVALUATION PROCEDURES	6
REVIEW OF FISCAL YEAR 1979 OBJECTIVES	10
THE MIGRANT EDUCATION SUMMER PROGRAM	67
SUMMARY	69

LISTING OF TABLES

	Page No.
Table 1 -- State of Washington - Migrant Education Programs	4
Table 2 -- Special Projects and Specialized Program Components	5
Table 3 -- Cumulative Enrollment by District Showing Migrant Status - Regular Programs	12
Table 4 -- Cumulative Enrollment by District Showing Ethnic Status	13
Table 5 -- Migrant Student Enrollment by Grade Level	14
Table 6 -- Washington State Migrant Program Enrollment	15
Table 7 -- Northwest Rural Opportunities Child Development Centers	15
Table 8 -- Specialized Program Entitlement	16
Table 9 -- Headstart Programs	16
Table 10 -- Mini Head Start Programs	16
Table 11 -- Migrant Student Enrollment by Program Category	17
Table 12 -- Night School Enrollment	17
Table 13 -- Number of Migrant Students by Migrant Status	18
Table 14 -- MSRTS Inservice Workshops	21
Table 15 -- Additional MSRTS Training Sessions	22
Table 16 -- State Utilization Update Report	23
Table 17 -- Migrant Recruitment Program	26
Table 18 -- Regular Projects Monitored Through March 31, 1979	34
Table 19 -- District Level Migrant Program Staff	36
Table 20 -- Inservice Workshops	39
Table 21 -- Northwest Rural Opportunities Child Development Centers - Preschool Enrollment	42
Table 22 -- Number of Physical Examinations Given in 1978-79 by School District	46
Table 23 -- Clinics Supporting the Washington State Migrant Education Program Health Component	47
Table 24 -- State Migrant Education Advisory Committee for 1978-79	51
Table 25 -- Districts Participating in Secondary Credit Exchange Program	57
Table 26 -- Summer School Enrollment by District Showing Migrant Status	68
Table 27 -- Child Development Center Summer Enrollment	68
Table 28 -- Degree of Attainment of Objectives	78

THE WASHINGTON STATE PROGRAM

FOR

MIGRANT CHILDREN'S EDUCATION

The State of Washington annually provides educational services to the children of migrant laborers. The current federal enactment, Public Law 93-380, sets migrant education apart as a unique funding in that a discrete population is served through state agency structures rather than the "flow-through" concept of other federal monies. In Washington, the program is supervised by the Migrant Education Office, Division of Grants and Equity Programs, Superintendent of Public Instruction (SPI). This office establishes the State Plan that guides educational services provided to the children of migrant laborers. In fiscal year 1978-79, the grant award to the state was $6,298,442.00.

Educational services reach the child through two interacting distribution systems. Grant awards are given to school districts to provide instructional programs. Support services are provided to districts through the Migrant Education Center in Sunnyside, Washington. The Migrant Center also serves parents, teachers and district staff as they deliver services to the migrant child. In addition, the Center provides direct instructional services to migrant children through the mobile vans.

During the 1978-79 fiscal year, the Washington State Migrant Education Program supported 47 instructional projects, 8 special projects and 7 record sites. In total, 62 projects were implemented through 55 school districts, the Migrant Center in Sunnyside, Washington and 6 cooperating

agencies. Instructional programs were added in the 1978-79 school year in the Pateros and Walla Walla districts. A math program was also added at the Toppenish School District. Table I identifies and classifies the 1978-79 projects administered through Washington State Local Education Agencies (LEAs).

The interstate and intrastate migration patterns of agricultural farm workers affect the school attendance pattern of the migrant child. A variety of special education problems result. There is no assurance of continuity or consistency in the child's academic program. The development of basic skills may be hampered. Health, psychological or learning problems can go undetected. Assessment of student achievement may be neglected. In addition, migrant children must overcome language and cultural barriers.

Efforts to address these concerns involve district cooperation and statewide coordination. The special programs and Migrant Center components were developed as a response to these needs. Table II identifies and briefly describes the special services of the Washington State Migrant Education Program.

Table I

State of Washington - Migrant Education Programs

Instructional Programs

Brewster
Bridgeport
Burlington-Edison
Cashmere
College Place
Conway
Dayton
Entiat
Grandview
Granger
Kennewick
LaConner
Lake Chelan
Lind
Mabton
Manson
Moses Lake
Mount Adams
Mount Vernon
Naches Valley Co-op*
North Franklin
Ocean Beach
Ocosta
Odessa
Orondo
Oroville
Othello
Palisades
Pasco
Pateros
Peshastin-Dryden
Prescott
Prosser
Royal
Sedro Woolley
Soap Lake
Sunnyside
Tacoma
Tonasket
Toppenish
Walla Walla
Wapato
Warden
Wenatchee
Wilson Creek
Yakima
Zillah

*School districts in the Naches Valley Co-op include: Naches Valley, Selah, Union Gap, West Valley and Highland (records site).

Records Sites

Eastmont
Lynden
Omak
Oroville
Quincy
Warden
Highland
Othello (terminal)
Sunnyside (terminal)

TABLE 2

State of Washington

Special Projects and Specialized Program Components

Extended Degree Program - a staff training and career ladder program for classroom aides working with migrant children.

Migrant Education Identification and Recruitment Program (MEIRP) - a program component providing the first contact with the migrant family. MEIRP recruiters enlist and record students on the Migrant Student Record Transfer System and make initial referrals.

Migrant Student Record Transfer System (MSRTS) - a computer record system for the transmittal of health and basic skill information across school district lines. The Washington terminals that are a part of this national network are located in Sunnyside and Othello, Washington.

Mobile Classroom - a mobile van equipped as a classroom carries bilingual teachers and aides directly to rural areas during impaction periods. This program utilizes the Skills Management System.

Mini-Corps - a component designed to provide tutoring, cultural awareness and recreational services to migrant children while training young adults for careers in education.

Migrant Opportunities Center (MOC), formerly Career Oriented Migrant Program Alternative (COMPA) - occupational and work skills training program for migrant youth. This program operates out of the Yakima School District.

Preschool Programs - Northwest Rural Opportunities operates preschool programs in Washington during impaction periods.

Secondary Credit Exchange - a program designed to assist in the transfer of academic credits of migratory high school students. The Secondary Credit Exchange is a nationally validated program.

EVALUATION PROCEDURES FOR THE WASHINGTON STATE PROGRAM FOR MIGRANT CHILDREN'S EDUCATION

The evaluation design for the Washington State Program for Migrant Children's Education addresses three data requirements: (1) measurement of student achievement, (2) verification of program compliance and (3) evaluation of State Plan objectives. Separate but integrated systems provide data for immediate management use and long-range state planning within each of the three data areas. A brief description of each system follows.

STUDENT ACHIEVEMENT

The measurement and reporting of student achievement are priorities in the state evaluation design. Previous efforts to obtain comparable, reliable data have failed due to the lack of suitable evaluation models. Compounding this problem is the fact that models that facilitate data aggregation are not sensitive to the needs of migrant children.

In 1976, Washington adopted the United States Office of Education (USOE) Title I Evaluation System. The 1977-78 pilot testing showed the models' usefulness for the majority of LEAs. However, districts with significant numbers of migrant children found the models' testing requirements to be in conflict with school attendance patterns of migrant children. A more sensitive system that could be used for Title I reporting within migrant program operating constraints was proposed.

The Testing, Evaluation and Accountability Section of the Superintendent of Public Instruction formulated a research project that is examining the possibility of linking Title I evaluation information with the Migrant Student Record Transfer System (MSRTS) data. The project is sponsored by USOE and conducted with the assistance of the Title I Technical Assistance Center at the Northwest Regional Educational Laboratory.

The first phase of this research project centers on three tasks. First, teams of migrant teacher consultants examined the match between classroom instruction for migrant children and the skills, mastery level and grade level of MSRTS/Math Skills List items.

Second, the teacher consultant teams examined test items from criterion-referenced tests to see if the items corresponded to Math Skills List items. The test items were also examined for cultural, racial and sexual bias. A third task involved the examination of the same criterion-referenced tests by tests and measurement specialists. In this review tests and objectives were examined as a package.

Final results will be published in early 1980, after the deadline for this evaluation report. It is hoped that first year task analysis results will provide field test options for the 1979-80 school year.

The migrant student testing research project is a long-range, far-reaching portion of the state evaluation design. It is intended to facilitate the following processes: (1) testing will be geared to the attendance pattern of the child, (2) short-term gains can be measured and recorded at any site of schooling, (3) teachers will have access to verified student skill attainment records and (4) the nature and quality of the data will be suitable for statewide aggregation. During the research phase of this project, the State of Washington has not required the reporting of district level test data on students in migrant programs. Student achievement outcomes for 1978-79 are, therefore, not included as a part of this report.

VERIFICATION OF PROGRAM COMPLIANCE

During the early stages of program development there is an immediate need for input to state management and for feedback and/or response to district level project directors. Specific, documented processes are developed to satisfy data needs for program modification. Three sources provide compliance data for program management. These are two computer assisted systems and one state monitoring program.

All projects supported by migrant education funds are required to submit verification of program services via state program reports. The Testing, Evaluation and Accountability Section of SPI processes application, implementation and end-of-the-year reports and supplies information to program managers on request.

A second system focuses on recruiting and enrollment data. This is the MSRTS, described earlier. Because of the atypical attendance patterns of migrant children, standard enrollment reporting is of little use. Further, areas of the state are affected in different ways depending on inter and intrastate migration and crops. The MSRTS, therefore, provides the most current enrollment and recruitment data.

The third source of compliance information is the state monitoring program. Two monitors review projects to determine adherence to state and federal regulations and the approved application. Currently, monitoring reports are filed at the Migrant Education Center. Long-term plans include the computerization of monitoring data.

EVALUATION OF THE STATE PLAN

Using the systems mentioned above, the Testing, Evaluation and Accountability Section of SPI prepares an annual, year-end evaluation report of the Washington State Program for Migrant Children's Education. The emphasis here is on the evaluation of the larger elements of the program and their integration into a structure representing a comprehensive, instructional system. The criteria for the year-end evaluation report are derived from objectives set forth by program staff and program management. In the case of the Migrant Education Program, the year-end evaluation report is the product of a comparison of the program service records with the objectives set forth in the U.S. Office of Education approved state plan. This report is a product of that review.

REVIEW OF FISCAL YEAR 1979 OBJECTIVES

This evaluation report reviews the objectives established in the 1979 Washington State Program for Migrant Children's Education. Each program component is briefly described and the services performed during the 1978-79 year are listed. Program services are then compared to the service objectives listed in the state application to the U. S. Office of Education. A summary of the degree to which the state achieved migrant program objectives is presented at the end of this report.

PROGRAM PARTICIPATION

Objective 1.1.1

The 1979 Washington State Plan for Migrant Children's Education projected an enrollment of 14,882 migrant sudents during the 1978-79 school year. The actual number of students served in all programs was 15,418. This was 536 more students than projected. The cumulative enrollment by program category is displayed in Table 11. Of this total, 13,559 students were enrolled in district programs during the regular school year. A breakdown by grade level is given in Table 5. All 1979 objectives related to student enrollment were met.

A breakdown by Migrant Status (Table 3) presents some informative data on service and enrollees. The majority of Washington State service (52%) is provided to children of Status I migrant workers. Status II children rank second (23%). Status III children rank (22%). Children of migratory fishing industry workers of all statuses comprise approximately three percent of Washington's target population.

An enrollment breakdown by ethnic origin (Table 4) shows that Mexican/American students comprise the largest ethnic group (76%) receiving program services. Anglo/American students make up the second largest group (22%). All other groups comprise two percent of the total population.

Migrant education takes place in settings other than the traditional classroom and during the regular school year. Separate enrollment counts are available on these programs.

Night schools operate in eleven districts. Five hundred ten students were enrolled during 1978-79 (Table 12). Tables 9 and 10 list the enrollment counts in Headstart and Mini-Headstart Projects. The 13 districts with Northwest Rural Opportunities Child Development Centers and the cumulative enrollments for 1978-79 are listed in Table 7. Table 8 lists the enrollment for all other programs.

In recent years, an attempt has been made to use a consistent format for data collection. At present, information on enrollment can be compared from 1976 through 1978 (Table 13). Although program emphasis, definition and classification have changed slightly over the years, a general growth trend in services rendered is noted.

TABLE 3

Cumulative Enrollment by District Showing Migrant Status - Regular Programs*

District	Cumulative Enrollment	Migrant Status** I	II	III	IV	V	VI
Brewster	108	34	40	34	0	0	0
Bridgeport	88	60	14	14	0	0	0
Burlington-Edison	161	132	19	10	0	0	0
Cashmere	115	74	30	11	0	0	0
College Place	123	96	15	12	0	0	0
Conway	52	17	33	2	0	0	0
Dayton	62	58	0	4	0	0	0
Eastmont	90	57	22	11	0	0	0
Entiat	18	4	5	9	0	0	0
Grandview	599	184	235	180	0	0	0
Granger	421	236	131	46	0	4	4
Highland	88	53	14	21	0	0	0
Kennewick	239	66	89	84	0	0	0
LaConner	32	22	3	7	0	0	0
Lake Chelan	209	80	66	63	0	0	0
Lind	52	28	11	13	0	0	0
Lynden-Meridian	19	14	5	0	0	0	0
Mabton	470	388	81	1	0	0	0
Manson	88	50	17	21	0	0	0
Moses Lake	586	357	98	131	0	0	0
Mount Adams	79	16	17	46	0	0	0
Mount Vernon	90	50	17	23	0	0	0
Naches Valley	134	54	38	42	0	0	0
North Franklin	431	305	126	0	0	0	0
Ocean Beach	182	2	0	0	90	35	55
Ocosta	159	0	8	9	40	21	81
Odessa	37	16	11	10	0	0	0
Omak	22	20	2	0	0	0	0
Orondo	67	35	24	8	0	0	0
Oroville	110	40	37	33	0	0	0
Othello	983	716	80	187	0	0	0
Palisades	18	6	12	0	0	0	0
Pasco	1,156	669	142	345	0	0	0
Pateros	26	18	7	1	0	0	0
Peshastin-Dryden	32	22	5	5	0	0	0
Prescott	34	28	6	0	0	0	0
Prosser	333	193	61	79	0	0	0
Quincy	357	179	50	128	0	0	0
Royal	208	84	74	50	0	0	0
Sedro Woolley	50	19	15	16	0	0	0
Selah	153	50	24	79	0	0	0
Soap Lake	39	9	23	7	0	0	0
Sunnyside	1,307	631	386	289	0	0	1
Tacoma	238	107	105	26	0	0	0
Tonasket	87	57	22	8	0	0	0
Toppenish	888	499	282	35	18	54	0
Union Gap	145	69	35	41	0	0	0
Wapato	636	260	130	240	3	0	3
Warden	284	201	12	71	0	0	0
Wenatchee	180	65	49	66	0	0	0
West Valley	124	48	24	52	0	0	0
Wilson Creek	21	18	1	2	0	0	0
Yakima	1,274	455	352	467	0	0	0
Zillah	55	23	24	8	0	0	0
Total	13,559	6,974	3,129	3,047	151	114	144
Percents:		52%	23%	22%	1%	1%	1%

*Night school and preschool not included.

**Migrant workers are classified into six statuses: (I) interstate agricultural, (II) intrastate agricultural, (III) settled out agricultural, (IV) interstate fishing industry, (V) intrastate fishing industry, (VI) settled out fishing industry.

TABLE 4

CUMULATIVE ENROLLMENT BY DISTRICT SHOWING ETHNIC STATUS

Fall, 1978 - Spring, 1979

District	Cumulative Enrollment	Anglo	Mexican American	American Indian	Black	Other
Brewster	108	73	33	2	0	0
Bridgeport	88	54	33	1	0	0
Burlington-Edison	161	2	159	0	0	0
Cashmere	115	77	38	0	0	0
College Place	123	0	123	0	0	0
Conway	52	0	52	0	0	0
Dayton	62		62	0	0	0
Eastmont	90	70	19	1	0	0
Entiat	18	15	3	0	0	0
Grandview	599	19	580	0	0	0
Granger	421	10	409	2	0	0
Highland	88	31	57	0	0	0
Kennewick	239	25	207	4	0	3
LaConner	32	1	31	0	0	0
Lake Chelan	209	162	38	2	0	7
Lind	52	11	41	0	0	0
Lynden-Meridian	19	0	19	0	0	0
Mabton	470	2	468	0	0	0
Manson	88	58	25	5	0	0
Moses Lake	586	54	528	0	4	0
Mount Adams	79	15	64	0	0	0
Mount Vernon	90	8	82	0	0	0
Naches Valley	134	8	126	0	0	0
North Franklin	431	41	390	0	0	0
Ocean Beach	182	182	0	0	0	0
Ocosta	159	148	0	10	0	1
Odessa	37	27	9	0	1	0
Omak	22	10	9	3	0	0
Orondo	67	37	30	0	0	0
Oroville	110	56	22	32	0	0
Othello	983	28	952	3	0	0
Palisades	18	12	6	0	0	0
Pasco	1,156	21	1,135	0	0	0
Pateros	26	9	17	0	0	0
Peshastin-Dryden	32	13	19	0	0	0
Prescott	34	3	28		0	3
Prosser	333	18	315	0	0	0
Quincy	357	96	257	4	0	0
Royal	208	94	114	0	0	0
Sedro Woolley	50	20	30	0	0	0
Selah	153	77	74	2	0	0
Soap Lake	39	26	13	0	0	0
Sunnyside	1,307	30	1,277	0	0	0
Tacoma	238	121	62	10	0	45
Tonasket	87	52	27	8	0	0
Toppenish	888	101	724	63	0	0
Union Gap	145	87	51	7	0	0
Wapato	636	113	504	6	0	13
Warden	284	8	276	0	0	0
Wenatchee	180	123	43	11	0	3
West Valley	124	48	75	1	0	0
Wilson Creek	21	4	17	0	0	0
Yakima	1,274	607	636	15	2	14
Zillah	55	25	30	0	0	0
Total	13,559	2,932	10,339	192	7	89
Percent		22%	76%	1%	1%	1%

TABLE 5

Migrant Student Enrollment by Grade Level

1978-79

Grade Level	Number of Students
PK	58
K	1,257
1	1,622
2	1,588
3	1,383
4	1,270
5	1,312
6	1,096
7	1,090
8	904
9	768
10	500
11	355
12	206
Special Ed.	150
Total	13,559

TABLE 6

Washington State Migrant Program Enrollment

	1976	1977	1978	1979
Cumulative Enrollment	11,796	12,330	13,252	13,559
Night School	864	375	253	510
Preschool	1,146	940	1,091	1,063

TABLE 7

Northwest Rural Opportunities
Child Development Centers

District	Cumulative Enrollment
Grandview	50
Granger	55
Mabton	91
Moses Lake	41
Othello	107
Pasco	70
Quincy	39
Sedro Woolley	44
Sunnyside	61
Toppenish	60
Walla Walla	99
Wapato	37
Wishram	38
Total	792

TABLE 8

Specialized Program Entitlement

Educational Institute for Rural Families' Child Development Program		244
Home Base Preschool, Wapato, Washington		20
Ellisforde Harvest Day Care Center, Tonasket, Washington		22
	Total	286

TABLE 9

Headstart Programs

Program	Cumulative Enrollment
Buena	48
McKinley	31
Ruth Childs	9
Sunnyside	18
Upper Valley	93
Total	199

TABLE 10

Mini Headstart Programs

Program	Cumulative Enrollment
Connell	55
Moses Lake	17
Total	72

TABLE 11

Migrant Student Enrollment by Program Category

Program	Cumulative Enrollment
District Programs (Regular)	13,559
Night School Enrollment	510
Headstart Programs	199
Mini Headstart Programs	72
Northwest Rural Opportunities Child Development Centers	792
Specialized Programs	286
Total	15,418

TABLE 12

Night School Enrollment

District	Cumulative Enrollment
Dayton	15
Lake Chelan	31
Mabton	49
North Franklin	104
Othello	23
Pasco	141
Peshastin-Dryden	101
Prescott	20
Prosser	11
Sunnyside	9
Wapato	6
Total	510

TABLE 13

Number of Migrant Students by Migrant Status

1977 - 1979

Migrant Status	1976-77	1977-78	1978-79
I. Interstate Agricultural	6,796	7,961	8,252
II. Intrastate Agricultural	2,808	3,226	3,436
III. Settled out Agricultural	2,517	3,159	3,321
IV. Interstate fishing industry	44	153	151
V. Intrastate fishing industry	78	110	114
VI. Settled out fishing industry	87	123	144
STATE TOTAL	12,330	14,732	15,418

NEED ASSESSMENT

Objective 1.2.1

The services put forth through the Washington State Program for Migrant Children's Education are based on a variety of needs assessment measures. Each year the Migrant Education Identification and Recruitment Program conducts an indepth study of the migrant labor flow into the state. This year Washington's agricultural growth was one of the largest in the United States according to the U. S. Department of Agriculture figures.

Agricultural land growth and acquisition was up 7%. The asparagus crop alone experienced 14% increased. The Crop and Livestock Report for Washington indicated a 10% growth in the agricultural labor force. This growth translates into an expectation for an increased student load. Services and funding are estimated accordingly.

Specialized needs assessments are performed periodically. These practices vary by components. In the 1978-79 year, for instance, the health services component revised objectives and services based on a review of student health needs and health agency cooperation.

Needs assessment activities are listed in the State Plan by component. State service projection data are available at the MIERP office in Sunnyside, Washington. The needs determination objective for the State Plan has been met.

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

OBJECTIVES 1.3.1 - 1.3.6

When a migrant child enters the state and is identified through the Migrant Education Identification and Recruitment Program, he or she is assigned an identification number on the Migrant Student Record Transfer System (MSRTS). This system is a national computerized communication network designed to facilitate the educational records transfer for the mobile child.

A computer record of health and basic skills information is assembled from the eligibility forms, and then the record is added to the national data bank in Little Rock, Arkansas.

When a family moves from one district to another to engage in seasonal farming, a copy of the child's record is sent to the new school. Additional information (updates) can be added at each new school.

The MSRTS serves as a support system to districts and other program components. The six objectives for efficiency and staff training were:

OBJECTIVE 1.3.1

By September 30, 1979, all identified migrant children will be enrolled on the MSRTS.

RESULTS: Objective Met

MSRTS records indicate that 100% of those children identified have been enrolled. The MSRTS director has provided an end-of-year report detailing enrollment by month, project, grade, migrant status and ethnic composition.

OBJECTIVE 1.3.2

Seventy-five percent (75%) of the migrant funded staff will receive at least two hours of inservice training on the use of the MSRTS.

RESULTS: Cannot Be Evaluated As Stated

Five inservice workshops for MSRTS training were held in August of 1978 and five workshops were held in the spring of 1979. A total of 150 persons attended the fall sessions; 159 attended the spring. According to the personnel listing (state implementation reports on file at SPI) 368 persons were eligible for training. If total figures are used, 82% of the staff received training. However, the 359 attendance figure is a duplicated count. In some instances persons attended both the spring and fall sessions and therefore, the objective as stated does not match the data collection attendance records. A breakdown of inservice attendance is listed below.

TABLE 14

MSRTS Inservice Workshops

Location	Fall		Spring
Mt. Vernon	12		18
Wenatchee	42		45
Yakima	45		38
Richland	23		56
Sunnyside	28	Othello	2
	150		159

TABLE 15

Additional MSRTS Training Sessions

Title	Date	Attendance
Northwest Rural Opportunities Training Sessions	Oct. 16, 1978	20
MSRTS Manual	Dec. 13, 1978	5
Mabton Workshop	Dec. 14, 1978	10
MSRTS Insurance Othello	Feb. 21, 1979	8
MSRTS Insurance	Feb. 28, 1979	7
Oregon Workshop	Oct. 4, 1979	45
Texas Workshop	April 4, 1979	42
		137

OBJECTIVE 1.3.3

Eighty percent of the school users will encode information on the MSRTS by September 30, 1978.

RESULTS: Objective Met

The utilization reports which show school response to MSRTS indicate that all contracting districts participated. See Table 16.

OBJECTIVE 1.3.4

By September 30, 1979 terminal operators will send all information submitted from the school to the computer in Little Rock, Arkansas.

RESULTS: Objective Met

Four data entry specialists recorded inputs, outputs, errors and accuracy percentages in monthly reports. Records show 4,127 inputs with accuracy ranging from 92.5 to 96.9%.

TABLE 16

State Utilization Update Report

District	Enrollment	No. Updated	Percent
Brewster	108	74	69%
Bridgeport	88	74	84%
Burlington	161	119	74%
Cashmere	115	94	82%
College Place	123	21	17%
Conway	52	41	79%
Dayton	62	21	34%
Eastmont	90	72	80%
Entiat	18	10	56%
Grandview	599	598	99%
Granger	421	339	81%
Highland	88	56	64%
Kennewick	239	105	44%
La Conner	32	27	84%
Lake Chelan	209	189	90%
Lind	52	40	77%
Linden	19	3	16%
Mabton	470	346	74%
Manson	88	81	92%
Moses Lake	586	528	90%
Mt. Adams	79	72	91%
Mt. Vernon	90	66	73%
Naches	134	101	75%
North Franklin	431	392	91%
Ocean Beach	182	164	91%
Ocosta	159	109	69%
Odessa	37	29	78%
Omak	22	6	27%
Orondo	67	59	88%
Oroville	110	22	20%
Othello	983	921	94%
Palisades	18	14	78%
Pasco	1,156	613	53%
Pateros	26	17	65%
Peshastin-Dryden	32	23	72%
Prescott	34	31	91%
Prosser	333	282	85%
Quincy	357	123	34%
Royal	208	148	71%
Sedro Woolley	50	45	90%
Selah	153	96	63%
Soap Lake	39	21	54%
Sunnyside	1,307	1,293	99%
Tacoma	238	159	67%
Tonasket	87	77	89%
Toppenish	888	799	90%
Union Gap	145	111	77%
Wapato	636	593	93%
Warden	284	271	95%
Wenatchee	180	155	86%
West Valley	124	99	80%
Wilson Creek	21	18	86%
Yakima	1,274	1,166	92%
Zillah	55	27	49%
TOTAL	13,559	10,960	81%

MIGRANT EDUCATION IDENTIFICATION AND

RECRUITMENT PROGRAM (MEIRP)

Objectives 1.4.1 to 1.4.8

In Washington State, the migrant student is identified by trained teams of recruiters and appropriate information about the child is made available to school districts. This program component, known as the Migrant Education Identification and Recruitment Program (MEIRP), is one of the first crucial contacts with a child and his or her family. The MEIRP component identifies students for the specialized programs such as day care or the Secondary Credit Exchange as well as K through 12 district classes. In addition, referrals are made for health and social services. Table 17 displays MEIRP recruitment data for day care, preschool, K-12, dropout and "no school/or program" students. In addition 20 students were recruited for the summer program and 15 for the Secondary Credit Exchange. The total number of students recruited for the 1978-79 school year was 6,933.

Eight objectives outline activities for the MEIRP component Identification and Recruitment Program. The 1978-79 objectives and results are as follows:

OBJECTIVE 1.4.1

By August 31, 1979, MEIRP will have identified and/or recruited at least 800 additional migrant children between the ages of 5 and 17 who are (1) enrolled in school and in the MSRTS, or (2) enrolled in school and MSRTS but not attending school.

RESULTS: Objective Met

MEIRP identified and/or recruited 5,307 additional migrant children between the ages of 5 and 17 who are (1) enrolled in and attending school and in the MSRTS, or (2) enrolled in school and MSRTS but not attending school. Signed eligibility forms on file at the MEIRP office and in the end-of-year statistical report document this activity. See Table 17.

OBJECTIVE 1.4.2

By August 31, 1979, MEIRP will identify at least 100 migrant secondary dropout students between the ages of 16 and 21 in all areas where there is currently in existence a migrant education program and in areas where MEIRP conducts special surveys and migrant education programs do not exist.

RESULTS: Objective Met

MEIRP identified 289 migrant secondary dropout students between the ages of 16 and 21 in all areas where there is currently in existence a migrant education program and in areas where MEIRP conducts special surveys. Certificates of eligibility verify this activity.

OBJECTIVE 1.4.3

By August 31, 1979, MEIRP staff will have provided referral services for 70% of the identified migrant families with social service needs.

RESULTS: Objective Met

MEIRP provided assistance to 5,023 different families (unduplicated count). Referral services were provided to 1,491 families. Interpretor services were provided to 2,436 families. All other separate kinds of service totalled 14,366. This consitutes 2.86 services per family unit. Based

TABLE 17

Migrant Recruitment Program

July 1, 1978 - July 1, 1979

	Day Care	Preschool	K-12	Dropouts	No School or Program
July	4	83	359	5	3
August	21	185	810	16	4
September	29	146	788	22	18
October	31	103	439	33	33
November	0	12	97	1	8
December	3	37	128	0	10
January	1	43	133	5	8
February	103	145	161	0	19
March	64	128	325	33	27
April	90	199	520	96	59
May	102	202	393	50	31
June	133	343	1,154	25	3
Totals	581	1,626	5,307	287	223

on the data included herein, MEIRP provided services to 70.32% of the identified migrant families with needs. This is evidenced by records kept on file in MEIRP facilities.

OBJECTIVE 1.4.4

By August 31, 1979, MEIRP will have identified and recruited 200 previously unidentified preschool migrant children between the ages of 3 and 5 who are eligible for instructional preschool services and will refer them to appropriate preschool programs.

RESULTS: Objective Met

The Migrant Education Identification and Recruitment Program identified 1,626 previously unidentified preschool migrant children. From this group, MEIRP recruited 581 preschool migrant children between the ages of 3 and 5, eligible for instructional preschool services and referred them to appropriate preschool programs. This is evidenced by records on file of the children identified and recruited. Copies of signed Certificates of Eligibility are on file at MEIRP facilities.

OBJECTIVE 1.4.5

By August 31, 1979, MEIRP will have conducted surveys in cities/towns in Washington State where migrant activity is suspected.

RESULTS: Objective Met

MEIRP conducted surveys in the following cities and towns.

Centralia	Port Townsend
Chehalis	Puyallup
Napavine	Rochester
Pe Ell	Shelton

This is evidenced by copies of the results of these surveys and the signed Certificates of Eligibility of migrant students identified on file in MEIRP facilities.

OBJECTIVE 1.4.6

By August 31, 1979, upon districts' requests, MEIRP staff will have provided surveying services for a minimum of five school districts or educational agencies.

RESULTS: Objective Met

MEIRP conducted surveys at school districts in the following locations:

Cashmere	Ocosta	Prosser
Centralia	Odessa	Puyallup
Chehalis	Othello	Rochester
Grandview	Palisades	Shelton
Kiona-Benton	Pasco	Sunnyside
Moses Lake	Pateros	Tacoma
Mount Vernon	Pe Ell	Toppenish
Naches	Peshastin	Wapato
Napavine	Port Townsend	Yakima

This is evidenced by copies of the letters of request for these surveys on file in MEIRP facilities.

OBJECTIVE 1.4.7

By August 31, 1979, MEIRP will have provided research, planning, development and evaluation support, as well as technical assistance, to agencies that provide services to the children and families of migratory workers.

RESULTS: Objective Met

MEIRP has on file requests and responses for assistance from 27 agencies that provide services to the children and families of migratory workers. Correspondence and reports are on file in MEIRP facilities.

OBJECTIVE 1.4.8

By August 31, 1979, MEIRP personnel will have provided a cooperative exchange of information to a minimum of three migrant programs in other states.

RESULTS: Objective Met

MEIRP personnel have provided a cooperative exchange of information with the following states:

California	Illinois	Oregon
Colorado	North Carolina	Pennsylvania
Idaho	New York	Texas

Copies of reports and correspondence are on file at the MEIRP office.

LANGUAGE ARTS AND MATHEMATICS

OBJECTIVES 1.5.1 - 1.5.3

Language arts and mathematics are established priority areas of instruction by the Washington Administrative Code. These content areas have been designated by state directors of migrant education as areas of concentration for the MSRTS pilot study communicating specific student skills information.

As evidenced by monitoring reports, migrant teachers need assistance in developing instructional programs that diagnose and prescribe to specific skills in language arts and mathematics. Three objectives have been developed to address this need.

OBJECTIVE 1.5.1

By the fall of 1979, at least 17 resource rooms will have implemented individualized skills-based bilingual reading programs.

RESULTS: Objective Partially Met

By fall of 1979, six resource rooms implemented the skills-based reading programs. These districts were Wapato, Pasco, Toppenish, Naches, Burlington-Edison and Granger. The mobile classroom also used this system.

OBJECTIVE 1.5.2

By fall of 1979 at least seven skills-based English reading programs will have been implemented.

RESULTS: Objective Partially Met

Four districts, Grandview, Wilson Creek, Lake Chelan and Kennewick implemented skills-based English reading programs.

OBJECTIVE 1.5.3

By fall of 1979 at least 5,000 students enrolled in both regular and summer migrant education programs will have received supplementary instruction in language arts and/or mathematics.

RESULTS: Not Evaluated

An end-of-the-year enrollment count by type of program is not available.

OBJECTIVE 1.5.4

By the fall of 1979 at least 10 resource rooms will have implemented individualized skills-based oral language.

RESULTS: Not Met

A vacancy in the oral language specialist position existed for most of the 1978-1979 year. The skills-based oral language management system was not implemented this year in the districts' resource rooms.

OBJECTIVE 1.5.5

By fall of 1979 at least 10 resource rooms will have implemented individualized skills-based math programs.

RESULTS: Objective Partially Met

Five districts implemented skills management systems for mathematics. Those districts were Toppenish, Naches, Royal City, North Franklin and Mabton.

MONITORING REVIEWS

OBJECTIVES 1.6.1 - 1.6.5

Federal regulations require the State Education Agency to institute a process for continuous review of projects funded under Public Law 93-380. This program review process incorporates a review of projects to determine adherence to state and federal regulations and the approved project application. In order to comply with this requirement, the Migrant Education Program delineates five objectives.

OBJECTIVE 1.6.1

By March 31, 1979, all migrant project grantees implementing programs will have been reviewed at least once to determine compliance with state and federal regulations.

RESULTS: Objective Met

By March 31, 1978, thirty-one regular programs were reviewed at least once. (See Table 18) Ocosta was not reviewed.

OBJECTIVE 1.6.2

By May 31, 1979, at least 15 migrant project grantees will receive follow-up review visits.

RESULTS: Objective Met

By May 31, 1979, fifteen projects received follow-up reviews. Compliance status documentation is on file in the Migrant Center.

OBJECTIVE 1.6.3

By August 31, 1979, all special projects will be reviewed for compliance with state and federal regulations

RESULTS: Objective Not Met

By August 31, 1979, only the Mobile Classroom project had been reviewed.

OBJECTIVE 1.6.4

By August 31, 1979, all summer projects will be reviewed for compliance with state and federal regulations.

RESULTS: Objective Met

By August 31, 1979, all summer projects were reviewed. Reviews are on file at the Migrant Center.

OBJECTIVE 1.6.5

By August 31, 1979, all projects demonstrating noncompliance will have documentation resolving noncompliance issues on file at the Migrant Center.

RESULTS: Objective Met

The three districts with unsatisfactory standings resolved non-compliance issues and filed documentation by August 31, 1979. An end-of-year report summarizing all monitoring activity was available at the Migrant Center. On each district, information was available on review dates, compliance status and noncompliance areas.

TABLE 18

Regular Projects Monitored Through
March 31, 1979

Project	Date Monitored
Brewster	10/ 4/78
Bridgeport	10/ 5/78
Burlington-Edison	9/28/78
Cashmere	10/11/78
College Place	12/20/78
Conway	9/27/78
Entiat	10/10/78
Grandview	12/18/78
Granger	12/ 7/78
Kennewick	12/13/78
LaConner	10/10/78
Lake Chelan	10/ 3/78
Lind	11/ 7/78
Mabton	11/28/78
Manson	10/18/78
Moses Lake	12/15/78
Mount Adams	11/ 1/78
Mount Vernon	10/12/78
North Franklin	12/14/78
Naches	11/27/78
Ocean Beach	2/13/79
Ocosta	
Odessa	11/29/78
Orondo	10/18/78
Othello	11/14/78
Palisades	10/17/78
Pasco	2/ 6/79
Peshastin-Dryden	10/12/78
Prosser	11/ 7/78
Royal City	10/25/78
Sedro Woolley	10/10/78
Soap Lake	10/24/78
Sunnyside	11/21/78
Tacoma	2/20/79
Tonasket	9/14/78
Toppenish	2/28/79
Wapato	3/ 5/79
Warden	11/ 6/78
Wenatchee	12/19/78
Wilson Creek	1/26/78
Yakima	12/ 5/78
Zillah	11/ 3/78

INSERVICE AND STAFF DEVELOPMENT

Objective 1.7.1 to 1.7.4

Supplementary instruction is provided to the migrant child via the resource room. Each school is equipped with material so that small groups or individuals can be tutored in the bilingual format. Program review reports indicate that instructional personnel in districts need assistance in developing programs designed to meet the specific needs of the migrant child. This inservice support is provided by Migrant Center instructional program specialists in the priority areas of reading, math and language arts.

Districts employ six major classifications of personnel for the migrant programs. The 1979 implementation reports from LEAs report the employment categories listed in Table 19. As an ongoing effort to improve understanding of student needs, staff development and inservice programs were provided through four objectives.

TABLE 19

1978 - 1979

District Level Migrant Program Staff

Position	F.T.E.	Number	
Teachers	79.27	85	1080 hrs. = 1 F.T.E.
Administrators	7.74	27	
MSRTS Clerks	66.38	38	2080 hrs. = 1 F.T.E.
Aides	73.86	139	
Tutors	3.83	5	
Home Visitors	15.83	26	
Others	10.15	35	
TOTAL	257.06	355	

OBJECTIVE 1.7.1

By September 1, 1978, the Migrant Education Program will have provided a pre-service summer institute for reading and oral language models.

RESULTS: Objective Not Met

A pre-service summer institute for reading and oral language was not held prior to September 1, 1978.

OBJECTIVE 1.7.2

By September 30, 1978, the Migrant Education Program will have provided skills-based bilingual training in oral language, reading and math for instructional personnel in at least 10 resource rooms.

RESULTS: Objective Met

The vehicle for skills-based training for migrant personnel was a series of workshops. From September, 1978, through June, 1979, seventeen workshops were held throughout the State. Workshop dates, locations and numbers of participants are listed in Table 20.

OBJECTIVE 1.7.3

By September 30, 1978, the Migrant Education Program will have provided inservice or migrant personnel, describing procedures for writing program objectives for each service funded.

RESULTS: Objective Not Met

Objective writing inservice for personnel was not provided in 1978-79.

OBJECTIVE 1.7.4

By January 31, 1979, the Migrant Education Program will have provided a materials development, adaptation and organization workshop for instructional personnel in at least 20 reading rooms.

RESULTS: Objective Partially Met

Five districts received special technical assistance in the use of new materials.

A materials workshop was not scheduled for 1978-79.

OBJECTIVE 1.7.5

By August 31, 1979, the Migrant Education Program will have provided staff development for migrant instructional personnel in the areas of diagnostic and perscriptive oral language, reading, and math.

RESULTS: Objective Met

Instruction in the priority areas of reading, math and oral language was provided during the inservice workshops listed in Table 20.

TABLE 20

Inservice Workshops

1978-1979

Location	Date	Topics	Attendance
Sunnyside	Sept. 11-15, 1978	Math Skills	17
Wenatchee	Sept. 15-16, 1978	Regional Inservice Oral Language	21
Seattle	Sept. 29-30, 1978	"	11
Moses Lake	Oct. 9-10, 1978	"	26
Pasco	Oct. 12-13, 1978	"	13
Zillah	Oct. 16-17, 1978	"	16
Sunnyside	Oct. 27-28, 1978	Math Skills	10
Sunnyside	Nov. 3-4, 1978	Reading Model	35
Sunnyside	Dec. 8-9, 1978	Math Skills	12
Sunnyside	Jan. 5-6, 1979	Reading Model	14
Sunnyside	Feb. 23-24, 1979	Math Skills	13
Kennewick	March 2-3, 1979	Secondary Credit Ex. Oral Language	24 12
Orondo	March 14, 1979	Regional Workshop Oral Language Development	10
Sunnyside	March 23-24, 1979	Reading Model	11
Lake Chelan	April 12, 1979	Regional Workshop Oral Language Development	9
Naches or Sunnyside	May 4-5, 1979	Math Workshop	12
Manson	June 16, 1979	Regional Workshop Oral Language Development	9
Total			275

SKILLS MANAGEMENT SYSTEM (SKILLS TRANSMITTAL SYSTEM)

Objectives 1.8.1 to 1.8.6

The National Migrant Education Program is in the process of piloting a vehicle for communicating skills information in reading and mathematics. The information is crucial in providing continuity of education to migrant students. Information presently transferred via the MSRTS consists of standarized test scores which are of limited value to a teacher in making instructional decisions. At the present time, student skill-attainment information is nonexistent. The Skills Transmittal System (STS), supported by computer capability, will be able to assess student skill attainment data for teachers' use and for statewide planning and evaluation. In addition to students' specific skills information, the STS will faciliate the maintenance and treatment of data presently collected, filed and manually treated by MEIRP and MSRTS.

At the time of the writing of the 1978-1979 State Plan, it was hoped that the Skills Transmittal System would be implemented by the fall of 1978. In actuality, the program is only now being implemented in accordance with national goals and training schedules.

While Washington State is on the forefront of implementing the National Skills Transmittal System, it is inappropriate to evaluate this effort under the objectives listed in the 1978-79 State Plan. To date, two orientation sessions have been held. In May, 1979, fifty state and district personnel reviewed the SMS procedures. In June, 1979 an orientation was provided for district representatives at the Migrant Center in Sunnyside, Washington.

PRESCHOOL EDUCATION

Objective 1.9.1

Through the Washington State Plan the migrant child is offered varied social contacts and experiences through preschool activities. Washington State subcontracts with Northwest Rural Opportunities for the operation of child development centers (preschools). Preschool projects in Washington emphasize language development and reading needs. The objective for preschool education is as follows:

OBJECTIVE 1.9.1

By August 31, 1979, at least 11 preschool programs for migratory children will have been implemented.

RESULTS: Objective Met

During fiscal year 1978, the Washington State Migrant Education Program provided preschool services to 792 migrant children at 13 child development centers operated by Northwest Rural Opportunities' preschools and the MSRTS cumulative enrollment total.

TABLE 21

Northwest Rural Opportunities Child Development Centers

Preschool Enrollment

Grandview	50
Granger	55
Mabton	91
Moses Lake	41
Othello	107
Pasco	70
Quincy	39
Sedro Woolley	44
Sunnyside	61
Toppenish	60
Walla Walla	99
Wapato	37
Wishram	38
Total	792

SUPPORT SERVICES - HEALTH COMPONENT

Objectives 1.10.1 to 1.10.5

Public Law 93-380 requires that the State Education Agency provide health, welfare and other support services to eligible school age migrant children. In 1978-79 substantial changes were made in the plan for the delivery of those services in Washington. In this transition year, activities were substituted for the service objectives listed in the 1979 State Plan. These revisions, documented in the state program office, provide the foundation for the new program services objectives for 1980. The following planning activities and services were performed this year.

(1) Needs Assessement: Migrant child health remained an area of critical need. In 1979, this need was re evaluated and substantiated. Through Parent Advisory Committee endorsement, health services were placed as a high priority for fiscal 1980. In 1979, mobile van health screening was provided as a pilot project. This program provided the necessary documentation to justify the expansion of services in the health care area.

(2) Service Model Change: An assessment of migrant health services showed that "health screenings" remained the primary contact with the migrant child. The evaluation showed this method lacked consistency across districts and that some health problems were overlooked in separate screenings. A move to a more complete health service followed. Instead of screenings, complete physical examinations were provided to 1,963 children by the mobile van, the migrant clinic, and contracted health care providers (see Table 22).

(3) Planning Activities

Fiscal year 1978-79 was a formative year which focused on a new design for migrant health care services. Four key planning activities took place:

(A) Rural health clinic roles and responsibilities were defined;

(B) Contractual agreements were negotiated with health clinics;

(C) Standards for services were defined and incorporated into an operations manual;

(D) A new record keeping and referral system was piloted.

The State of Washington Migrant Education Program has taken the initiative to develop a program of health services which will dramatically affect migrant student health needs. This program, which will build over the next five years, is predicated on the cooperative efforts of schools, rural health clinics, state and local health agencies and considerable interest of key professional people from medicine and education. The program will ultimately include medical and dental services, nutrition and hygiene education, and parental education. The first phase of the program has deliberately aimed at perhaps the most difficult of all aspects of any health package for migrants - the linkage with a health care delivery system. Migrant education staff have structured the formal relationships among schools, rural health clinics, and the county health departments so children and their parents can be included in an already existing

system. The clinics negotiated service agreements with the Washington State Migrant Education Program. One objective in the 1978-79 State Plan related to insurance coverage remains unaffected by the shift in the health service model.

OBJECTIVE 1.10.4.

By September 30, 1979, the Migrant Education Program will provide insurance to 100% of the migrant children identified and enrolled in MSRTS.

RESULTS: Objective Met

As of September 30, 1979, one hundred percent of the migrant children identified and enrolled in MSRTS were covered by accident insurance.

TABLE 22

Number of Physical Examinations Given in 1978-79

by School District

School District	Number
Basin City	44
Connell	169
Grandview	74
Kennewick	144
Lind	21
Mesa area	49
Pasco	96
Yakima	149
Granger	129
Mabton	148
Naches	43
Prosser	105
Selah	57
Tieton area	32
Union Gap	50
Wapato	245
Zillah	14
College Place	41
Dayton	53
Prescott	25
Othello	247
Chelan-Douglas Area Schools	33
Total	1,968

TABLE 23

Clinics Supporting the Washington State
Migrant Education Program
Health Component

COLUMBIA BASIN HEALTH ASSOCIATION
140 East Main
Othello, WA 99344

NORTH CENTRAL WASHINGTON MIGRANT HEALTH PROJECT
1630 North Wenatchee Avenue
P.O. Box 1295
Wenatchee, WA 98801

WALLA WALLA-COLUMBIA RURAL HEALTH CLINIC
208 South Second Avenue
Walla Walla, WA 99362

WHATCOM-SKAGIT RURAL OPPORTUNITY COUNCIL
307 East Division
Mount Vernon, WA 98273

YAKIMA VALLEY FARMWORKERS HEALTH CLINIC
518 West First Avenue
P.O. box 190
Toppenish, WA 98984

MOSES LAKE SATELLITE CLINIC
1005 Box 219
Moses Lake, WA 98837

PARENT INVOLVEMENT
OBJECTIVES 11.1.1 to 1:11.6

Public Law 93-380 and the Washington Administrative Code require that parents of migrant children become actively involved in the educational process of their children. The State Plan for migrant education addresses this concern through six objectives. Table 24 lists the 1978-79 membership of the State Migrant Education Advisory Committee.

OBJECTIVE 1.11.1

The State Advisory Committee will continue to advise the Superintendent of Public Instruction.

RESULTS: Objective Met

The State Advisory Committee met five times during the 1978-79 year to advise the Superintendent of Public Instruction. The meetings were held in September, November, February, March and June.

OBJECTIVE 1.11.2

By August 31, 1978, all members will have been appointed prior to the first State Migrant Education Advisory Committee.

RESULTS: Objective Met

A full board was active by the first State Advisory Committee.

OBJECTIVE 1.11.3

By August 31, 1979, the Parent Advisory Council (PAC) Coordinators with assistance from MEIRP, will assist LEAs in complying with sections of the Washington Administrative Code related to parent participation.

RESULTS: Objective Met

Prior to August 31, 1979 the Parent Advisory Council Coordinators with assistance from MEIRP provided technical assistance to 24 local educational agencies. Copies of minutes and supportive dataare on file at the Center.

OBJECTIVE 1.11.4

By August 31, 1979 a statewide parent workshop will have been held.

RESULTS: Objective Met

The Second Annual Migrant Parent Conference was held at the Towne Plaza, Yakima, Washington in November 1978.

OBJECTIVE 1.11.5

By August 31, 1979, an end-of-the-year report shall reflect a summary analysis of all activities including an assessment of PAC bylaws, needs assessment, monitoring and evaluation reports.

RESULTS: Objective Met

This report was prepared during 1979 and is on file at the MEIRP office.

OBJECTIVE 1.11.6

By August 31, 1979, the PAC Coordinators in cooperation with MEIRP staff will provide technical assistance in coordinating service and training activities in 80% of the PAC meetings scheduled.

RESULTS: Objective Met

During 1978-79 the PAC coordinators in cooperation with MEIRP staff provided technical assistance to 90% of the districts that requested assistance.

TABLE 24

State Migrant Education Advisory Committee for 1978-79

Micario Correa	Sunnyside
Delores Davis	Tacoma
Maria Day	Burlington
Les Domingos	Pasco
William Hoppes	Wapato
Bee Murphy	Lake Chelan
Louis Ochoa	Mesa (North Franklin area)
Maria Patino	Moses Lake
Connie Sandoval	Sunnyside
Delia Veliz	Grandview
Elvira Zamora	Pasco
Margaret Crossland	Naches
Martin Chacon	Yakima
Maria Vijarro	Wapato

DISSEMINATION

OBJECTIVES 1.12.1 to 1.12.7

The Washington Migrant Education State Plan provides a wide variety of services to students and their parents. The diversity and specialization calls for an active information program. In addition, the mobile nature of the migrant family makes traditional means for dissemination impractical. Special efforts are being made to reach parents through bilingual publications and broadcasts. The extent of these efforts is captured in four objectives.

OBJECTIVE 1.12.1

By August 31, 1979, two editions of "El Migrante," the bilingual newsletter, will have been published.

RESULTS: Objective Not Met

El Migrante has not been published since a bilingual edition of the Migrant Education News has been available.

OBJECTIVE 1.12.2

By August 31, 1979, at least four issues of the Migrant Education News will have been published.

RESULTS: Objective Met

By August 31, 1979, seven issues of the Migrant Education News were published and distributed to state directors, LEA personnel, legislators, school board members and interested others.

OBJECTIVE 1.12.3

By August 31, 1979, brochures and other printed material on the Migrant Education Program will be available from the Migrant Center.

RESULTS: Objective Met

Relevant materials have been produced and made available to school districts. Pamphlets have been prepared on each of the specialized service components including MSRTS, the Migrant Extend Degree Programs, Secondary Credit Exchange, and the State plan.

OBJECTIVE 1.12.4

By August 31, 1979, a minimum of 12 news releases dealing with Migrant Program policies and/or events will have been distributed to the media.

RESULTS: Objective Partially Met

The bilingual edition of the Migrant Education News has been the primary vehicle for migrant education news. In addition, four news releases were specially prepared for 1978-79 activities.

OBJECTIVE 1.12.5

By August 31, 1979, copies of published program documents will have been distributed to major libraries.

RESULTS: Objective Met

The distribution records indicate that libraries routinely were included on the Migrant Center mailing lists.

OBJECTIVE 1.12.6

By August 31, 1979, all participating LEAs and Parent Advisory Committee Chairpersons will have received information on goals, projects and the structure of the Migrant Education Program by the availability of brochures and other printed materials at the Center.

RESULTS: Cannot Be Evaluated As Stated

Documentation does not match objective. Availability of printed material does not indicate LEAs and PACs received material.

OBJECTIVE 1.12.7

By August 31, 1979, a public relations campaign designed to inform migrant farm workers and the general public about the Migrant Education Program will have been developed. This shall be evidenced by 10 news releases and three radio and/or public service announcements.

RESULTS: Cannot Be Evaluated As Stated

Four news releases have been prepared. In addition, the Migrant Center television station broadcasts numerous public service announcements (over 25 per week). There is not evidence however, that activities constituted a "designed public relations campaign."

SECONDARY CREDIT EXCHANGE

OBJECTIVES 1.13.1 to 1.13.5

School systems do not usually have the mechanism for the transfer of partial semester credit from school to school for the fulfillment of graduation requirements. An alternative program emphasizing credit exchange and flexible curricula has been formed for secondary migrant students who travel interstate. The Secondary Credit Exchange, a nationally validated program, provided service to 436 students during the 1978-79 academic year.

OBJECTIVE 1.13.1

By March 1, 1979, at least 15 districts participating in the Secondary Credit Exchange will have a program of instruction, counseling and ancillary services.

RESULTS: Objective Partially Met

Thirteen districts participated in the Secondary Credit Exchange in 1978-79.

OBJECTIVE 1.13.2

By May 31, 1978, at least 400 secondary migrant students through age 21 from Texas, California, and other sending states, will be recruited in Washington for participation in the credit exchange program.

RESULTS: Objective Met

Four hundred thirty-six students were enrolled in the Secondary Credit Exchange.

OBJECTIVE 1.13.3

By May 31, 1979, at least 50 eligible secondary dropout migrant students will have participated in a program leading toward graduation or G.E.D. certificates as shown by tabular reporting of certificates or interim progress reports and enrollment and attendance records.

RESULTS: Not Evaluated

Tabular data on dropout enrollment in the Secondary Credit Exchange were not provided. It was not within the scope of this evaluation to verify district level records.

OBJECTIVE 1.13.4

By May 31, 1979, at least 250 eligible secondary migrant students will participate in a program which will provide them English as a second language. This shall be evidenced by enrollment and attendance records.

RESULTS: Not Evaluated

Tabular data on ESL students in the Secondary Credit Exchange were not provided.

OBJECTIVE 1.13.5

By July 1, 1979, all districts participating in the Secondary Credit Exchange will transfer all transcripts of credits earned to the originating school district.

RESULTS: Objective Met

One thousand three hundred and sixty-eight credits (100%) were transferred. See Table 25.

TABLE 25

Districts Participating in
Secondary Credit Exchange Program

Receiving District	No. of Sending District	Enrollment	Transferred
Wapato	2	4	10.5
Peshastin-Dryden	2	36	48
Chelan	6	18	21
Othello	1	18	54
Prescott	7	22	48
Prosser	7	18	52
Mabton	13	48	174
Dayton	4	14	33
Sunnyside	2	14	29
North Franklin	21	107	437
Granger	12	45	122
Walla Walla	2	8	24
Pasco	18	84	316
Total	97	436	1,368.5

Migrant Opportunities Center

(Formerly Career Oriented Migrant Program Alternative)

OBJECTIVE 1.14.1

The Migrant Opportunities Center provides occupational training and work related skills to migrant students. The program offers training in specialized areas that increase a student's employability and widen his/her choicesof occupations. The Migrant Opportunity Center is located at A.C. Davis Senior High School in Yakima, Washington. The program is designed to improve the employability of the older migrant student. The program has four components: Academic Skills, Living Skills, Career Education and Job Participation.

OBJECTIVE 1.14.1

By June 30, 1979, the Migrant Education Program will fund and implement one COMPA to serve at least 100 migrant students incorporating data criteria established by the Washington State Migrant Education Advisory Committee.

RESULTS: Objective Met

The Migrant Opportunities Center operated at A. C. Davis High School during the 1978-79 academic year. Facilities problems hampered program operation for a portion of the year, however, enrollment goals were met. One-hundred and three students (unduplicated count) were served in the four program components.

INTERSTATE ACTIVITY

OBJECTIVE 1.15.1 to 1.15.4

The education of the mobile child presents unique coordination problems to administrators working across district and state lines. Interstate planning, organization and sharingare essential to each state's program efforts. The State of Washington continues to work with the National Association of State Directors and the Western State Coordinating Council. This interstate cooperation insures the delivery of continuous educational service to migrant students as they cross state lines.

OBJECTIVE 1.15.1

By June 30, 1979, the Migrant Supervisor will participate in at least two meetings of the Western States' Coordinating Council for Migrant Education.

RESULTS: Objective Met

The migrant supervisor attended two meetings of the Western State Coordinating Council.

OBJECTIVE 1.15.2

By June 30, 1979, the Migrant Supervisor will participate in at least three executive meetings to carry out executive committee requirements for the National Association of State Directors.

RESULTS: Objective Met

In 1978-79 the Migrant Supervisor attended five meetings of the executive committee of the National Association of State Directors.

OBJECTIVE 1.15.3

By June 30, 1978 the Migrant Supervisor will participate in the Education Commission of the States (ECS), Migrant Education Project.

RESULTS: Objective Met

During 1978-79 the Migrant Supervisor participated in four ECS Meetings.

OBJECTIVE 1.15.4

By June 30, 1978, Migrant Education staff (Center and LEAs) will visit, based on need, the MSRTS Center, National Migrant Education Conference and sending states for program planning and exchange of ideas.

RESULTS: Objective Met

Six delegates from LEAs and the Migrant Center attended the national conference in Virginia Beach, Virginia. MSRTS staff visited the national headquarters in Little Rock for training and planning meetings.

MIGRANT EXTENDED DEGREE PROGRAM

OBJECTIVES 1.16.1 to 1.16.4

The intent of the Migrant Extended Degree program is to provide sequential course upgrading to Title I Migrant staff. Classes and curricula have been developed to increase staff effectiveness in meeting the special educational needs of migrant children. The courses are arranged through local community colleges and can lead to an Associate of Arts degree from Yakima Valley Community College or Columbia Basin Community College.

OBJECTIVE 1.16.1

Given the need for a special curriculum leading to a bilingual major, a bilingual major will be defined and made available to the Migrant Education Program by fall, 1977.

RESULTS: Objective Met.

A bilingual studies major through the Migrant Extended Degree Program was established at Central Washington University (CWU) in the spring of 1978.

OBJECTIVE 1.16.2

Given the need for a special curriculum at Yakima Valley College (YVC), the appropriate course work will be identified, modified as necessary, and made available for Extended Degree participants to work towards attaining the Associate of Arts Degree.

RESULTS: Objective Met

Courses are offered at Yakima Valley College (YVC), Big Bend Community College (BBCC) and Central Washington University (CWU).

OBJECTIVE 1.16.3

By the fall of 1979, Migrant Education Extended Degree Program participants will total at least 65 students.

RESULTS: Objective Met

During fiscal year 1979, eighty-nine aides from 13 school districts participated in the Migrant Extended Degree Program.

OBJECTIVE 1.16.4

At least 40 of the participants identified in the 1977-78 program will continue in their program.

RESULTS: Objective Met

The 89 participants in 1978-79 include 13 AA graduates and over 40 continuing students.

MOBILE RESOURCE ROOMS

OBJECTIVES 1.17.1 to 1.17.8

The delivery of educational services is extended when a teacher is available in the living area of the students and classes are available to the target population at its convenience. Mobile Resource Rooms have been established in vans to assist dropouts and to promote a program of dropout prevention. Mobile classroom staff work with MEIRP and MSRTS to insure that academic work provided on-site is recorded on the student's record.

The State Plan was amended in 1977-78 to include provisions for a Mini-Corps. The Mini-Corps is a program that complements the Mobile Resource Room program by providing formal supervision and a recreation program during the latter part of the day. The Corps travels to campsites and works with migrant students in the time after classes, but before parents return from the field. Eight objectives in the State Plan address Mobile Resource Room activities, the Mini-Corps and the recreation component.

OBJECTIVE 1.17.1

By September, 1979, the mobile classroom staff will deliver tutorial educational services to at least 500 migrant students, K-12 inclusive, in a minimum of 10 general labor camp areas. Records of student attendance will be maintained: 80% of the enrolled students will participate in the program on a consistent basis.

RESULTS: Objective Partially Met

Over 200 students were served in the mobile classroom. Documentation of student attendance is maintained through student folders,

record sheets and in teacher plan books. These records indicate that well over 80% of the enrolled students participated in the program on a consistent basis. Over 1,000 students participated in recreational activities, however, the objective is geared to tutorial services.

OBJECTIVE 1.17.2

By September, 1979, one hundred percent of all enrolled students will have received skills-based diagnostic testing in either English or Spanish. The mobile classroom teachers and aides will develop student prescriptions based upon the results of the diagnostic tests. Eighty percent of the students enrolled will acquire at least three skills previously identified as lacking in the areas of mathematics, reading and oral language.

RESULTS: Objective Met

Students received skills-based diagnostic testing using SRA reading series. Mobile classroom teachers developed prescriptions based on the results and filed them in the students' folders. The folders list the objectives that each student attempts and masters. Over 80% of the mobile classroom students mastered at least three skills.

OBJECTIVE 1.17.3

By September, 1979, the mobile classroom teaching staff will identify 50 dropout students to be served in the mobile classrooms.

RESULTS: Objectives Partially Met

The mobile classrooms staff worked with 21 dropouts in 1978-79.

OBJECTIVE 1.17.4

By September, 1979, utilizing information provided by MSRTS, the mobile classroom teaching staff will assure that 80% of the students en-

rolled in the mobile classrooms have been provided with health screening and referral services.

RESULTS: Not Evaluated

Health screenings were provided by the school districts (served by the mobile vans) not through the vans.

OBJECTIVE 1.17.5

Eighty percent of the students enrolled in the mobile classroom program and not enrolled previously in the MSRTS will be so enrolled and will receive health screening and referral through a local agency.

RESULTS: Not Evaluated

Health screenings were provided by the school districts served by the mobile vans, not through the vans themselves.

OBJECTIVE 1.17.6

By August 31, 1979, six hundred fifty migrant children will be served through the Mini-Corps Program in school districts and camps. This shall be evidenced by records on file in schools participating in the program and the Mobile Resource Room.

RESULTS: Objective Met

By August 31, six hundred seventy-three migrant children were served through the Mini-Corps Program.

OBJECTIVE 1.17.7

By August 31, 1979, three school districts will have implemented a Mini-Corps Program. This shall be evidenced by records on file in the school districts participating in the program and the Mobile Resource Room.

RESULTS: Objective Met

Six districts, Grandview, Sunnyside, Wapato, Prosser, Pasco and Mabton, have implemented a Mini-Corps Program.

OBJECTIVE 1.17.8

By August 31, 1979, at least six camps shall have been visited by Mini-Corps personnel. Recreational programs will have been provided the migrant children identified in these camps. This shall be evidenced by records on file in the Mobile Resource Room.

RESULTS: Objective Met

Recreation work logs show that approximately 1,000 students were served in the recreation programs from October through June. Over 1,200 were served in the summer program during July and August. The number of camps visited is not the most accurate measure of service. Some camps are visited more than once and some are larger than others. The duplicated count from service records, however, indicates that this objective was not only met but exceeded.

MIGRANT SUMMER PROGRAM

The Migrant Education Summer School Program differs from the regular year's program in that it provides full educational service rather than supplemental instruction. This year, the summer program served 1,929 students in 17 LEAs (Table 26). An additional 1,397 students were served through Child Development Centers. Summer program activities include daily instruction, recreational and sports activities health and hygiene sessions, cultural activities, field trips and creative activities. A listing of specialized programs is included in each end-of-the-year report filed with the Migrant Supervisor.

The Washington State Mini-Corps program was in full force in the summer of 1979. Over 826 students were served in the Grandview, Mabton, Prosser, Wapato, Pasco and Sunnyside School Districts. Students from kindergarten through seventh grade were assisted in reading, language arts, cultural activities and physical education.

Consultants were hired to provide Mini-Corps Teacher Assistants with pre-service and inservice training in methods of teaching basic skills.

Table 26

Summer School Enrollment by District Showing Migrant Status

District	Cumulative Enrollment	Migrant Status I	II	III	IV	V	VI
College Place	35	27	6	2			
Grandview	128	35	43	50			
Mabton	34	30	4				
Meridian	27	37					
Moses Lake	144	92	12	40			
Mount Adams	27	7	10	10			
Mount Vernon	210	207	3				
North Franklin	93	67	26				
Ocean Beach	51	30	7	14			
Ocosta	34		3	1	9	7	14
Othello	231	138	18	75			
Pasco	313	145	42	126			
Prosser	75	39	20	16			
Quincy	79	50	12	17			
Royal	40	17	12	11			
Sunnyside	132	76	33	23			
Wapato	161	71	35	55			
Total	1,929	1,113	332	463	9	7	14

Table 27

Child Development Center Summer Enrollment 1978-79

LEA	Cumulative Enrollment
Berry Day School	38
Educational Institute for Rural Families	105
Grandview	54
Granger	42
Lynden	48
Mabton	84
Moses Lake	29
Naches	98
Othello	57
Pasco	45
Quincy	42
Sedro Woolley	20
Sunnyside	74
Toppenish	48
Walla Walla	91
Witstran	29
Wapato	29
ESD 105 Headstarts	381
Mini Headstarts	83
Total	1,397

SUMMARY

A review of the objectives in the Washington State Program for Migrant Children's Education indicates the completion of another year of productive operation. The Migrant Education Identification and Recruitment Program enlisted 5,307 students. Enrollment figures from the Migrant Student Record Transfer System show that 15,418 students were enrolled during the 1979 school year. This is an increase of 22% over the 1977-78 school year enrollment total.

During the 1978-79 year, the Migrant Education Program operated within the established guidelines of the U.S. Office of Education. Forty-six (46) of seventy-five (75) program objectives were met. This figure not only includes objectives that met minimal standards, but also those that exceeded the projected goals. An additional eight (8) objectives were partially met. In these cases, a considerable amount of program activity was documented but conditions needed to meet the standard of the objective statement were not obtained. Objectives that were achieved but not within the time limitations were included in this category. Seventeen (17) objectives could not be evaluated as stated in the State Plan. Four (4) objectives were not met.

An important consideration for the 1978-79 review is the status of the State's research study for an evaluation design suitable for migrant education reporting. As indicated in the section on instruction, this study has produced a review of three criterion-referenced tests and the Math Skills List of the MSRTS. A review of the Skills List in relation to migrant classroom instruction was also a part of this study. This project has remained on the prescribed timeline and has produced results which will lead to a field test in ESD 123 during the 1979-80 school year. Although the project will not continue to receive funds under U.S. Office of Education State Improvement Grants for Title I, the Washington State Migrant Education Program will continue to support this effort.

Two final notes should be added. The Washington State Plan for Migrant Children's Education underwent major revisions this year. With a revised set of objectives scheduled for 1980, some components did not choose to change course in mid-year. This resulted in data collection activities varying from State Plan objectives.

Second, the position of Migrant Education State Supervisor was in a state of flux during this past year. An acting supervisor held the position from August, 1978, through April of 1979. The state director of Title I and Title I Migrant served as interim migrant supervisor as the search process for a new Migrant Education Supervisor continued into the fall of 1979.

Data for this report were obtained from migrant education program personnel at the Sunnyside office and from the Migrant Supervisor (SPI). Primary sources and summary data were used. Generally, information was readily available and accessible. However, in a few cases data were not being collected in the form necessary to support the objective statement.

Comparative statements on the the degree of success in meeting objectives cannot be made due to variations in the number and complexity of the objectives in each section.

A brief statement on the evaluation of each component concludes this report.

1.1 Student Enrollment/Students Served

The Migrant Education Program exceeded enrollment goals for 1978-79. Cumulative enrollment figures, however, give only one perspective on program service. Students usually receive several kinds of services yet they are listed only once in the MSRTS. MSRTS, MEIRP and project directors keep records of program activity. Enrollment figures on program components have been added to this report whenever they were available.

1.3 Migrant Student Record Transfer System

Data from MSRTS are available in a series of quarterly reports and an end-of-the-year report. Enrollment information is available on regular programs by district, night school, preschool, Northwest Rural

Opportunities Child Development Centers and Mini-Headstart Programs. Figures on the numbers of students tested are provided by MSRTS, the number screened for health problems and the number of those who received immunizations. All but one MSRTS objective were met this year. The training objective statement is being revised to better describe training procedures.

The effectiveness of MSRTS is not judged by the number of students enrolled, but rather by the efficiency of the staff members who enter and process data. This year, the MSRTS staff met 100% of the objectives on data entry and utilization.

1.4 Migrant Education Identification and Recruitment Program

All objectives related to the Migrant Education Identification and Recruitment Program were met. The MEIRP component research has been an accurate and timely source of data on the migrant labor flow into the State of Washington. This year, the State of Washington's agricultural growth was one of the largest in the United States. Agricultural land acquisition was up 7%. The asparagus crop alone experienced a 14% growth.

This labor increase produced an increase in potential student enrollment. Recruitment and enrollment of those student was actively and adequately handled by MEIRP.

A point mentioned in the 1977-78 report deserves to be restated. The MEIRP component covers a wider range of activities than student recruitment. Data are collected on crop impaction, social services, family travel patterns, labor camps and many other areas. This wealth of information about the migrant family and child should be attributed to the efforts of the MEIRP staff.

1.5 Language Arts and Math

The instructional component was hampered by the loss of a staff member. Objectives related to the implementation of the skills - based programs were for the most part only partially met.

1.6 Monitoring and Program Review

All monitoring objectives were met in 1978-79. The monitoring system had been greatly improved with the addition of two full-time staff members. The reporting system is efficient but additional attention could be directed toward the processing of compliance information. Changes in this component will be forthcoming as migrant program monitoring is linked to the state's Title I regular monitoring system.

1.7 Inservice and Staff Development

The inservice activities sponsored by the Migrant Center consisted of a fairly ambitious schedule of 17 workshops. Reading, math and oral language skills training were provided to 275 teachers of migrant children. While this central objective was met, some specific activity objectives were partially met or not met. In this component

"minor" or single activity objectives are equated with the major workshop activity. This results in a significant amount of program activity making a less than powerful statement about the component. Program objective revisions and full staffing should improve this reporting picture in 1979-80.

1.8 Skills Transmittal System

The delayed timeframe for the implementation of the Skills Transmittal System has delayed the evaluation as stated in the State Plan objectives.

1.9 Preschool Programs

The objective related to preschool programs is based on the verification of implemented programs. This objective was met in 1978-79.

1.10 Support Services (Health)

The health component has been in transition during 1978-79. Extensive revisions in the program will result from the needs assessment activities of this past year. In addition, the concept of "total health care" rather than limited "screenings" will strengthen this component. Revised objectives will be in place in 1980.

1.11 Parent Involvement

A concerted effort has been made to involve parents in the Washington State Migrant Education Program. In 1978-79 all objectives related to

parent involvement have been met. A notable feature of this year's effort has been the state parent's conference held in Yakima, Washington. In addition, the MEIRP coordinators continue to work on national parent involvement priorities.

1.12 Dissemination Activities

Documentation showed that three dissemination activities far exceeded the minimum standards set in the objective statements. The failure to meet objective 1.12.1 was due to the lack of a revision for the State Plan. Two of the objectives could not be evaluated as stated. While documentation for dissemination activities of 1.12.6 and 1.12.7 exist, the collected data does not match the objective. The dissemination component has formulated objectives for 1980 that will be a stronger refection of the components activities. One of the major activities of this component, the operation of TV station KTIM, has not received full recognition in the statement of objectives. The "availability" of printed materials is over emphasized and maybe inappropriately categorized as an objective. Present revision attempts are being geared to address the development, distribution and effectiveness of printed materials in the dissemination effort.

1.13 Secondary Credit Exchange

The enrollment in the Secondary Credit Exchange was documented through MSRTS and MEIRP records. Two objectives were met, one was partially met and two could not be evaluated. An end-of-year summary report was made available to the SPI Testing and Evaluation Section.

1.14 Migrant Opportunities Center (MOC)

Enrollment data and a year end report on the MOC program was made available by the subcontractor, the Yakima School District.

1.15 Interstate Activity

Each year Washington State increases informal and formal interstate contacts with other state agencies. The activities of the director of the program were recorded and made available through the Olympia office. Records of interstate cooperation and exchange activity are also available at the Migrant Center.

1.16 Migrant Extended Degree Program (MEDP)

Information on class schedules, credits and enrollment in the Migrant Extended Degree Program was provided by the State coordinator. In 1978-79 this program met all of its objectives. This program continues to grow in numbers of participants and for the first time, produce MEDP graduates. Community, university and school district support of this component enhances its service record.

1.17 Mobile Resource Rooms/Mini-Corps

The mobile classroom has been a highly productive system for the delivery of tutorial services to migrant children. Over 200 students were served at low income housing sites and labor camps. Four objectives were met, one was partially met and two were not evaluated.

The mobile resource room staff provided diagnostic testing and tutorial services. Full documentation of attendance and individual student records was available.

TABLE 26

Degree of Attainment of Objectives

1.1	Student Enrollment	1.1.1	Objective Met
1.2	Needs Assessment	1.2.1	Objective Met
1.3	Migrant Student Record Transfer System (MSRTS)	1.3.1	Objective Met
		1.3.2	Not Evaluated
		1.3.3	Objective Met
		1.3.4	Objective Met
1.4	Migrant Education Identification and Recruitment Program (MIERP)	1.4.1	Objective Met
		1.4.2	Objective Met
		1.4.3	Objective Met
		1.4.4	Objective Met
		1.4.5	Objective Met
		1.4.6	Objective Met
		1.4.7	Objective Met
		1.4.8	Objective Met
1.5	Language Arts and Mathematics	1.5.1	Objective Partially Met
		1.5.2	Objective Partially Met
		1.5.3	Not Evaluated
		1.5.4	Objective Not Met
		1.5.5	Objective Partially Met
1.6	Monitoring Reviews	1.6.1	Objective Met
		1.6.2	Objective Met
		1.6.3	Objective Not Met
		1.6.4	Objective Met
		1.6.5	Objective Met
1.7	Inservice and Staff Development	1.7.1	Objective Not Met
		1.7.2	Objective Met
		1.7.3	Objective Met
		1.7.4	Objective Partially Met
		1.7.5	Objective Met
1.8	Skills Management System (Skills Transmittal System)	1.8.1 - 1.8.6	Not Evaluated
1.9	Preschool Education	1.9.1	Objective Met
1.10	Support Services - Health Component	1.10.1 - 1.10.3	Not Evaluated
		1.10.4	Objective Met

1.11	Parent Involvement	1.11.1	Objective Met
		1.11.2	Objective Met
		1.11.3	Obejctive Met
		1.11.4	Objective Met
		1.11.5	Objective Met
		1.11.6	Objective Met
1.12	Dissemination	1.12.1	Objective Not Met
		1.12.2	Objective Met
		1.12.3	Obejctive Met
		1.12.4	Objective Partially Met
		1.12.5	Objective Met
		1.12.6	Not Evaluated
		1.12.7	Not Evaluated
1.13	Secondary Credit Exchange	1.13.1	Objective Partially Met
		1.13.2	Objective Met
		1.13.3	Not Evaluated
		1.13.4	Not Evaluated
		1.13.5	Objective Met
1.14	Migrant Opportunites Center	1.14.1	Objective Met
1.15	Interstate Activity	1.15.1	Objective Met
		1.15.2	Objective Met
		1.15.3	Objective Met
		1.15.4	Objective Met
1.16	Migrant Extended Degree Program	1.16.1	Objective Met
		1.16.2	Objective Met
		1.16.3	Objective Met
		1.16.4	Objective Met
1.17	Mobile Resource Rooms	1.17.1	Objective Met
		1.17.2	Objective Met
		1.17.3	Objective Not Met
		1.17.4	Not Evaluated
		1.17.5	Not Evaluated
		1.17.6	Objective Met
		1.17.7	Objective Met
		1.17.8	Objective Met